Impact of Organizational commitment on Trainee Teacher's Job Satisfaction

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Abstract

This paper aims to explore the relationship between job satisfaction and organizational commitment of the trainee teachers. Teacher job satisfaction and Organizational commitment play a significant role in the furtherance of teaching and learning perfectly. Generally, satisfied and committed teachers are more likely to motivate students to learn in the classroom settings. The participants of the research consist of 170 trainee teachers in the province of Bitlis, and its districts (Adilcevaz, Ahlat and Tatvan) in the 2015-2016 academic year. In 1his study, Minnesota Job Satisfaction Scale and Organizational Commitment Scales were used as data collection tools. The analyses of1he data revealed that there was a negative relationship between job satisfaction of the teachers and continuance commitment. The analysis also showed a significant and positive relationship between job satisfaction and normative commitment. However, there was no significant relationship between job satisfaction of teachers and affective commitment sub-dimension of organizational commitment. While the levels of the sub-dimensions of organizational commitment are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective r.nmmitm1mt sub-dimension has no significant impact on job satisfaction.

Key word: Motivation, Job-satisfaction, Organizational commitment, management

Introduction

In recent years, great developments and changes have become in the structure of the organizations in terms of both management and employees. Organizations that are most affected by these changes and developments are educational institutions. Schools have to strive to motivate their employees to keep pace with these changes and developments and to achieve their goals in different ways. According to Armstrong (2009), organizations need helping of employees to fulfill their objectives. Therefore, employees play a crucial role in achieving the organizational goals (Armstrong, 2009). In order for a teacher to be successful in his or her work, certain priorities must be fulfilled. At the forefront of these priorities are organizational commitment and job satisfaction. Gupta & Gehlawat {2013) state that if institutions such as schools want to reach their goals and raise their achievements, they need to take into account teachers' job satisfaction and organizational commitment Because it is not possible to be successful without taking 1he extra support of1he teachers (Gupta & Gehlawat,2013).

Luthans (1998) implies that the teacher who has commitment can be identified within the following aspects: (1) there is a reliance towards that organization; (2) the teacher has hard eagerness in order to achieve organization's goals; and (3) there is a strong reliance in the

teacher itself in order to receive all of the goals and value of1he organization of school (Sari, Sibmian & Wau, 2017).

For many educational organizations and administrators, being aware of the organi7.ational commitment or dedication of the occupants is an important element to be successful in finding and researching ways to ensure continuation (ErsOzlD, 2012). A certain balance can be established between the social roles of teachers and the social status of the teaching profession; teachers' knowledge about concepts such as "job satisfaction" which can affect the qualities of life as well as the time period they spend in their institutions will be reflected positively on the quality of life of the teachers (Seyhan, 2015). The job satisfaction and commitment of the teachers play an important role in the furtherance of teaching and learning perfect. In general, satisfied and committed teachers are more likely to encourage students to learn in classroom settings.

The teachers' commitment to school and satisfaction in business life are important factors for school effectiveness. Teachers have three priorities for the institution that they are working on targets such as the desire to work for the school, the desire to continue to work at school, and the acceptance of the school's educational goals and values (Balay, 2014). The efficiency of the education system and the school's aims in this context depend on the degree to which teachers and school administrators have adopted the aims and values of the school and the education system (Celep, 2000).

Job Satisfaction

Job satisfaction means a satisfactory or positive emotional state stemming from the evaluation of an individual's work or work experience. It is thought to be various factors that affect the job satisfaction levels of the individual. This emerges as a consequence of the perception of how well employees provide things that are important to their work. These include income, perceived fairness of promotion system, quality of working condition, social relationships, leadership and the job itself (Locke, 1976; Luthans, 1998). Job satisfaction is a mental state that encompasses all the emotions determined by the degree to which a person fulfills his or her needs related job (Evans, 2001). Job satisfaction can be defined as "the relative strength of an individual's identity and involvement in a particular organization" (Mowday, Steers & Porter, 1982). According to Eren (2011), job satisfaction is the happiness that comes from the status and refers to the profits obtained from work materially and morally and as well as it is pleasure that a person is glad to work with his/her colleagues cooperatively (Kihi;:, 2013, p.24).

Job satisfaction has become the focus of organizational behavior researchers. The first underlying reason for this focus on job satisfaction is that positive and negative attitudes towards work can have a strong influence on organizational behavior. In other words, of course, the person will have positive and negative feelings such as joy, sorrow and variety of gains through his/her work life. Employees will have attitudes towards their works or their organizations in the result of such knowledge and emotional accumulation. Job satisfaction which takes place in the center of this attitude is a general structure. With the simplest definition, job satisfaction is the overall attitude, acted by the employees towards organization (Kihi;:, 2013, p.24). Job satisfaction is perceived as an important determinant of teachers' organizational commitment and as a factor that contributes to the effectiveness of the school. Job satisfaction represents an employee's overall assessment of his/her job, such as his /her feelings, behavior and attitudes about individual's work experiences (Gupta & Gehlawat, 2013). Job satisfaction is defined as the perception of the individual's job-related

values in his work and that these values are in harmony with the needs of the individual. In other words, job satisfaction is the product of an internal assessment that we can consider as a result of feelings, behaviors and general thoughts towards the work itself, the work environment or colleagues (Solmu, 2004).

Organizational Commitment

When the literature is examined, organizational commitment is defined by different scholars as follows: It means that the identification of employee with his/her organization, goals and desire to continue in the organization to achieve her /his objectives, that is why, identifying oneself with the goals and organization and the willingness to be part of the organization (Robbins, 1998). It is the identity of the employee and the strength of the commitment s/he has with a particular organization (Leong, Fumham & Cooper, 1996). It is a kind of value system that commits staff to the organization and identification with the purpose and values of the organization by desiring to continue to stay in the organization without financial worries (Grisworl, 1983). It implies that the willingness of employee to stay as an active member of the organization (Davis & Newstrom, 1989). Organizational commitment is an expression the determination of the individuals to continue working in the organization.

Organizational commitment is a psychological condition that reflects employees' organizational participation and organizational commitment (Meyer & Allen, 1997). Organizational commitment is a concept that includes employees to embrace goals and objectives of the organization, their efforts for organization to come to a better position, and their willingness to retain their presence in the organization. When it is necessary, the employees can see the interests of the organization superior to their own interests (Allen &Meyer, 1990; Beycioglu & Uslu, 2013; Corbac1, 2010; Koi;:, 2009; Wiener, 1982). The concept of work commitment is often explained in relation to psychological theories that involve self-disciplines, namely spiritual, social, mental and physical (Covey, 1989).

Much research has been done on organizational commitment so far. Low organizational commitment has individual and organizational negative consequences such as delayed work, absenteeism, poor performance and even leaving work (Gill & ince, 2005). Investigations show that commitment reduces the cost of high turnover rates. It is believed that employees of the organization are more likely to work and to make more self-sacrificing to achieve organizational goals. As a result, organizations are often trying to increase employee commitment to reduce the high cost of employee turnover and to ensure continuity (Meyer & Allen, 2004).

Employee loyalty is seen as an important factor in achieving organizational success (Dick & Metcalfe, 2001). As a matter of fact, every organization wants to increase the commitment of its members because it is desirable that employees to be people who solve problems, not stir up troubles. It is generally accepted that staff who are more productive and accountable have higher organizational commitment (Chow, 1994). Although organizational commitment has a subjective structure that varies according to person, time, and space, there are a number of criteria for determining whether an employee is committed to the organization (ibicioglu, 2000).
These criteria are listed below:
1. Adopting the goals and values of the organization
2. Being sacrificed for the organization
3. Strong desire for continued membership of the organization
4. Identification with organization

    5. Internalization

In the light of the above definitions, organizational commitment's structure has three dimensions and these dimensions include affective, continuance and normative commitment (Allen & Meyer, 1996; Aychn, Saner & Sengiil, 2011; Boehman, 2006; Greenberg, 2005; Karaku & Aslan, 2009; Turner & Chelladurai, 2005). The result of interest of researchers in a number of disciplines including sociology, psychology and behavioral sciences related to organizational commitment, led to different definitions of organizational commitment (Colakoglu, Culha & Atay, 2010).

Affective Commitment

Affective commitment is defined as an emotional attachment, feeling of belonging and involvement in the organization. Affective commitment is measured by the willingness of the individual to remain with organization. The affective commitment of an employee depends on the positive feelings of the employee towards the organization. Members who are determined at the affective level remain with the organization;
because they anticipate their personal employment relationships in line with the organization's goals and values.

Development of affective commitment involves identification and internalization (Meyer & Allen, 1984; Beck & Wilson, 2000; Tolentino, 2013; Altun, 2010; Giiven, 2006). Affective commitment arises when employees fully own the goals and values of the organization. They are emotionally interested in the organization and feel personally responsible for the level of success of the institution. These individuals usually demonstrate high levels of performance, positive working attitudes and wish to stay with the organization. (Meyer & Allen, 1997).

Affective commitment happens as a result of the combination of the individual's work experience, perceptions, personal characteristics and the positive attitudes developing towards the organization (Mowday et al, 1982).
According to Meyer & Allen (1997), affective commitment refers to an emotional orientation that shows individuals are identified with their organizations, are happy to be members of the organization, and are strongly committed to the organization. Affective commitment occurs when the identity of the individual is identified with the organization or the goals of the organization are directed towards the same direction with time (Varoglu, 1993).

Continuance Commitment

It is an organizational commitment dimension related to situations from which the cost of leaving organization is high or there is no other alternative. An individual committed to organization with continuance commitment feels commitment to need organization and his/her work. In such situations, the individual thinks that he has spent more time and effort so far and thinks it is necessary to continue with the organization (Erdem, 2007; Giiven, 2006). Continuance commitment is based on the expenses that individual link towards leaving the organization (Meyer & Allen, 1991). Commitment relies on the benefits that the employee has obtained from the organization. With this kind of commitment, employees firstly decide to stay in organization not to lose the advantages such as income, social benefits and seniority (Tolentino, 2013).

Continuance commitment arises when individuals build their relationship with the organization on what they are gaining in exchange for their efforts and what would be lost if they were to leave (example, pay, benefits, associations). These individuals demonstrate their best performances only when they meet their expectations of the awards. (Meyer &

Allen,1997). Continuance commitment refers to the idea that an occupation will lose his gains such as status and money which he achieved by spending labor, time and effort that s/he has spent in the organization, in the event of separation from the organization (Y al~m & iplik, 2005).

Normative Commitment

Normative commitment is defmed as the feelings of obligation of an individual to stay in his/her organization (Meyer & Allen, 1991). On the other hand, the normative commitment is based on obligation and measured by the individual's feelings that s/he must remain with the organization. It is also a reflection of how well one's values and beliefs are in harmony with the core values of the organization (Tolentino, 2013). The employee must feel obliged to be committed to the organization and senses to remain in the organization as a moral imperative. As a principle, the individuals working in the organization dependently want to stay in the organization with the feeling of loyalty due to the possibilities and benefits that the organization has so far offered them (Gilven, 2006; Karahan, 2008).

Normative commitment arises when individuals remain with an organization based on expected standards of behavior or social norms. Obedience, cautiousness, and formality are indispensable for these individuals.

Research shows that they tend to exhibit the same attitudes and behaviors as those who have affective commitment. (Meyer & Allen, 1997). The level of normative commitment can vary according to differences in individual, family, social and cultural development of employees. Normative commitment can also be seen as a psychological agreement between individuals and organizations (Meyer & Allen, 1997).

Purpose of the Study

The number of the studies on relationship between motivation, organizational commitment and job satisfaction has increased day by day in different areas. It is observed that there were not enough research studies on the trainee teachers in this sense. Especially research done in the local educational and small settlements is very limited. In order to raise the quality of education, the working conditions of the employees, especially the teachers must be improved. The improvement of these conditions depends on some theoretical and hypothetical processes. At the beginning of these processes are the concepts such as "work motivation, organizational commitment and job satisfaction" that can directly affect the performance of the trainee teachers. The intend of this research is to reveal the relationship between the trainee teachers' organizational commitment and job satisfaction. In this study, the answers to the following questions were searched.
1. Is there a relationship between trainee teachers' affective commitment and job satisfaction?
2. Is there a relationship between trainee teachers' normative commitment and job satisfaction?
3. Is there a relationship between trainee teachers' continuance commitment and job satisfaction?

Method

This study, designed in the context of quantitative research approach, is based on correlational survey model.
Correlational survey models are research models that aim to determine the covariance and grade among two or more variables (Karasar 2011: 81). Such researches try to answer questions such as "what, where, when, at what interval, at what level, how". The purpose of

survey model is usually to draw a picture of the existing situation related to the research topic, and to depict. For this purpose, information in the survey models is usually gathered from a large group by using response options generally determined by researcher. (Biiyilkoztilrk, Cakmak, Akgiln, Karadeniz & Demirel, 2014: 177). Questionnaires were prepared by the researcher and distributed to the trainee teachers who have just started to work in the public schools. In the questionnaires, only sex was given as personal information. In this model, the relationship between job satisfaction and organizational commitment of trainee teachers were examined. The sample for this study consists of 170 trainee teachers working in Adilcevaz, Ahlat, Tatvan and Bitlis center in the 2015-2016 academic year. Data obtained through the questionnaire were analyzed using SPSS 24 for Windows program; the frequencies, percentages and means were calculated, t-Test, regression analysis techniques and inter- correlations were used to analyze data.

Firstly, the percentage distribution of participants by sex was determined. Accordingly, 50.6% of the participants were female and 49.4% were male teachers.

Measurement Tools
In the present study, Job Satisfaction Questionnaire and Organizational Commitment Questionnaire scales were used as measurement tools. Organizational commitment scale and job satisfaction scale were developed as the Likert type scales. Both of the scales were transformed into five-point Likert scales.

Minnesota Job Satisfaction Questionnaire*:* It was developed by Weiss, Davis England and Lofquist (1967) to measure job satisfaction of teachers. Job satisfaction scale, used by Demirta~ and Kdu; (2016) a-12- item scale, was used in this study. The values of the goodness of fit of the scale are as follows. (x2/df=2,23; AGFI= ,876; CFI= ,911; GFI= ,914; NFI= ,852; RMSEA= ,079; SRMR= ,053; TLI= ,891). The 12 MJSQ-short version items
are rated on a 5-point Likert scale (1: highly dissatisfied, 2: dissatisfied, 3: neutral, 4: satisfied and 5: highly satisfied). This scale has been used in many researches before and is also a well-known measure of excellent coefficient alpha.

Organizational Commitment Questionnaire*:*
 It was developed by Allen and Meyer (1993) as three subdimensions (affective, continuance and normative commitment) and adapted to Turkish by Vasti (2000). The scale consists of 18 items. Cronbach Alpha coefficients in the validity and reliability study performed by Wasti (2000) were 0.79 for Affective Commitment, 0.75 for Normative commitment and 0.58 for Continuance commitment. Meyer and Allen's organizational commitment scale was designed as a 5-point Likert scale; "1:strongly disagree", 2: disagree, 3: undecided, 4: agree and 5: strongly agree ". And four items are negative.

These negative items must be scored in reverse. This scale was finally adapted to Turkish by Kur~unoglu, Bakay and Tannoglu (2010). Each item has a five-point Likert-type evaluation system. In the study conducted by Kur~unoglu et al. (2010), Cronbach alpha internal consistency coefficients for the internal consistency of the scale were calculated as: 79 for dimension of affective commitment, .62 for dimension of continuance commitment, and .74 for normative commitment dimension.

Dependent Variable: Job satisfaction of the trainee teachers 00p<.0,01When the data regarding the teachers' perceptions of the sub-dimensions of organizational commitment to

predict job satisfaction variable are examined, it appears that organizational commitment with its sub-dimensions contribute (54.3%) of the variance in the dependent variable of job satisfaction. While the levels of the sub-dimensions of organizational commitment are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective commitment sub-dimension has no significant impact on job satisfaction.

Discussion and Conclusion
In this study, job satisfaction perceptions of the trainee teachers (x= 3,55) are high. Similar results were obtained in the previous studies (Demirta~, 2010; Erel, 2004; Gii~lil & Zaman, 2011; Giinbayt, 2000; Mahmutoglu, 2007;Raza & Nawaz, 2011; Varhk, 2000). Job satisfaction is the first mean value (x.=3.5497), normative is the second mean value (x.=3.1903), affective is the third mean value (x.=3.0392), and continuance is the fourth mean value (x.=2.8451). This result implies that the trainee teachers are highly satisfied in general point of view.

According to Demirta~ (2015), it is crucial to keep the trainee teachers' job satisfaction perceptions high or at least to prevent them from reducing. In this task, local authorities and school administrators should expend an energy.

According to the research findings, there is a negative relationship between job satisfaction of the teachers and continuance commitment but there is a significant positive relationship between job satisfaction and normative commitment. There is no a significant relationship between job satisfaction of teachers and affective commitment sub-dimension of organizational commitment. While the levels of the sub-dimensions of organizational commitment and job satisfaction are analyzed, it can be seen that normative and continuance commitment sub-dimensions of organizational commitment affect job satisfaction significantly, but affective commitment sub-dimension has no significant impact on job satisfaction. The findings indicate that organizational commitment positively influenced job satisfaction of the trainee teachers. The relationship between organizational commitment and job satisfaction is also highlighted in the literature. (Aydogdu & Asikgil, 2011; Colakoglu, Culha & Atay, 2010; Demirta~, 2010; Demirta~, 2015; Gii~lii & Zaman, 2011;Kur~unoglu, Bakay & Tannogen, 2010; Mahmutoglu, 2007; Raza & Nawaz, 2011; Shibeika, 2016). Similar results were obtained in these previous studies. Aydogdu & Asikgil (2011) reported a significant relationship between normative commitment and job satisfaction in their study. In this sense, this finding supports this current study in terms of normative commitment dimension. On the other hand, in the study conducted by Ahmad & Oranya (2010) no significant correlation between job satisfaction and continuance commitment was found.

Thus, this result is similar to the result in the present study. According to the study conducted by Shibeika (2016), there is statistically significant positive relationship between job satisfaction and organizational commitment (affective, continuance and normative commitment) dimensions. Donald, Lucia & Victor (2016) indicated that there was a significant positive relationship between job satisfaction and affective commitment along with continuance commitment, but did not find a significant relationship between job satisfaction and normative commitment. All this shows that the relationship between job satisfaction and organizational commitment is a relative concept. This means that different results can be obtained depending on where the work is done and on the people to whom it is applied.

Conclusion

Perceptions of job satisfaction and organizational commitment do not vary significantly according to the variable of gender. Consequently, there is no significant difference between sub-dimensions of organizational commitment and job satisfaction statistically. In affective and continuance commitment males' scores are higher than females' to a little extent. On the other hand, in normative and job satisfaction dimensions, females' scores are higher than males' scores. The study, done by Demirta~ (2015), supports this current research in terms of gender variable. There was not a significant difference in terms of gender in this study.

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